RESIDENCY SEMINAR
ELED 443.610
CLASSROOM MANAGEMENT FOR TEACHER CANDIDATES
IN CULTURALLY DIVERSE FIELD-BASED SETTINGS
COURSE SYLLABUS
FALL 2013

Instructors & Liaisons:
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Course Website: http://faculty.tamuc.edu/jthompson/Residents

COURSE INFORMATION

Textbooks, Readings, & Supplementary Readings:

Required Readings will be distributed regularly in class, and in eCollege: Tools: DocSharing.

Textbook(s) Required:
Field Based Teacher Education Program (revised July 2013)

ELA/R and ELPS TEKS. www.EnglishSpanishTEKS.net

Math TEKS: http://projectsharetexas.org/resource/revised-mathematics-teks-side-side-teks-comparison

Other resources:
Texas A&M University-Commerce www.tamuc.edu
Department of Curriculum & Instruction www.tamuc.edu/edci
Educator Certification www.tamuc.edu/teacher
Registrar: Graduation http://www.tamuc.edu/admissions/registrar/graduation

Texas Education Agency www.tea.state.tx.us
TEA Teacher Resources Webpage
http://www.tea.state.tx.us/portals.aspx?id=2147495408&menu_id=771&menu_id2=794&cid=2147483659
TEA Educator Certification Webpage
http://www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794

U.S. Department of Education www.ed.gov

Texas Education Agency (TEA). (2011). *TExES: Texas Examination of Educator Standards Preparation Manual: 191 Generalist EC-6*. Austin, Texas: Texas Education Agency.

Texas Education Agency (TEA). (2011). *TExES: Texas Examination of Educator Standards Preparation Manual: 154 English as a Second Language Supplemental*. Austin, Texas: Texas Education Agency.

Texas Education Agency (TEA). (2011). *Texas Essential Knowledge and Skills*. Austin, Texas: Texas Education Agency. Available online at http://www.tea.state.tx.us/index2.aspx?id=6148.

Nath, Janice L., & Ramsey, John M. (2010). *Preparing to Teach Texas Content Areas: The* TExES *EC-6 Generalist & the ESL Supplement (2nd Ed.)*. Pearson.

Ada, Alma Flor, & Campoy, F. Isabel. (2003). *Authors in the Classroom: A Transformative Education Process*. Boston: Allyn & Bacon.

Shagoury, Ruth, & Power, Brenda M. (2012). *Living the Questions: A Guide for Teacher-Researchers*. Stenhouse Pub.

Wilmore, E., & Burkman, A. (2011). *Passing the PPR TExES Exam for EC-12 Teachers (2nd. Ed.)*. Thousand Oaks, CA: Corwin.

Course Description:
A field-based course, taught in the Midlothian Center for Professional Development and Technology, in which prospective teachers develop and improve the skill of managing classroom environments, curriculum, space and time, and student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability by observing and working with experienced public school teachers in their elementary and/or middle school classrooms. Seminars are conducted in schools by teams of university and Pre-K-8 teachers. Prerequisite: Successful completion of internship in a NETCPDT center, minimum overall GPA of 2.5, and must have passed TSI.

Course Objectives, based on the 13 competencies of the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) EC-12 http://www.texes.ets.org/assets/pdf/testprep_manuals/160_ppr_ec12.pdf:
Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments.
Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on learning goals and objectives.
Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.
Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Student Learning Outcomes:
By the conclusion of the course the successful Resident will be able to complete the following.

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills and English Language Proficiencies.
2. The students will associate Early Childhood Education TExES competencies with the course content.
3. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, field experiences, and class discussion.
4. The student will utilize technology in the preparation and delivery of lessons, communication, and assessment. Actively engage students' in the application of technology.
5. The student will understand the need for a variety of instructional strategies and demonstrates the ability to model and deliver effective teaching and learning appropriately.
6. The student will design and implement instruction and assessment to promote student learning in a least restrictive environment. (i.e., IEP's, Gifted and Talented, ELL's, etc.).
7. The student will demonstrate the ability to be a reflective teacher.

COURSE REQUIREMENTS Overview

Field-Based Components (as recorded in ELED 452 by your Liaison)

1. Active, regular, timely professional participation in your field-based assignment.
2. Active, regular, timely professional participation in all university-based Seminar activities.
3. Regular reflective journaling (weekly? daily?). Post 5 journal reflections to your Liaison.
4. Six formal lesson plan evaluations (2 by yourself, 1 each by your 2 Mentors, 2 by your Liaison)
5. Six formal lesson presentation evaluations (2 by yourself, 1 each by your 2 Mentors, 2 by your Liaison)
6. Lesson plans of full-time teaching (2 week teach?)
7. Evidence of Technology Integration
8. A *Portfolio* documenting growth in five Learner-Centered Proficiencies
9. Compliance with every detail in the Intern/Resident Commitment Contract that you signed in your application for Internship, including completing all certification exams.
10. Check degree evaluation for accuracy, prepared to graduate.

Seminar-Based Components (as recorded in ELED 443 & SPED 480 by your Seminar Instructors)

1. Active, regular, timely professional participation in your field-based assignment.
   Student Learning Outcomes:

2. Classroom environment report
   Student Learning Outcomes:

3. Book study
   Student Learning Outcomes:

4. Reflective essays:
   a. Strengths and areas for needed growth. Write a paper or make a list showing your strengths and areas of needed growth as a teacher, colleague and lifelong learner. What things would you like personnel directors and hiring committees to know about you? How do you plan to grow in your weaker areas? What are your goals for growth after graduation? Think about areas such as diversity, higher-ordered thinking, effective teaching, integrated teaching, etc. as areas that you will seek during your first year as a teacher.
   b. What will you add to a school campus? Write a one-page paper telling a prospective employer why he/she should hire you. What will you give to the community, parents, children, faculty and staff?
   c. Philosophy of education. Write a one-page paper describing your philosophy of education. Include diversity.
   Student Learning Outcomes:

5. Resume. Write a resume that reflects who you are as an educator. This should be no more than one page. If you can do it on one page, it's better. You may include your photo if you wish.
   Student Learning Outcomes:

6. Teacher Inquiry Project- Student groups will propose and develop a research question they proposed during their Internship Semester with the guidance and acceptance of the mentor teachers, Center Team, and assigned research professors. Upon acceptance of proposal students will examine and utilize informal research techniques. This will begin with an exploration of relevant professional literature and will include observations, anecdotal records, possibly assessment results, or others approved by the Center Team and research professors. Student groups will present their findings in a formally written paper and presentation (documentation panels, technology, etc.)
   Student Learning Outcomes:

7. Growth-to-Professional portfolio. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. It needs to be high quality, not high quantity. These are recommended to be presented through technology (Prezi, website, or other approved method)
   Student Learning Outcomes:

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- *Internet access/connection – high speed recommended (not dial-up)*
- *Headset/Microphone (if required for synchronous sessions)*
- *Word Processor (i.e. MS Word or Word Perfect)*

Additionally, the following hardware and software are necessary to use eCollege:
Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'my Courses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Communicate with me as needed. Use Josh.Thompson@tamuc.edu, my office phone 972-775-7230, or my cell phone 214-663-6102. I will respond within the next business day. I will be in the classroom for about an hour before and after class.

eCollege Student Technical Support (*QM 6.6, 7.1)*
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
 Chat Support: Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
 Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
 Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
 Help: Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
Academic Honesty Policy
Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.
We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: http://www.plagiarism.org/ or
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Attendance Policy
Attendance is expected, punctuality important. We do important things at the beginning and end of every class – don't miss it.

Drop a Course
A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal
I reserve the right to administratively drop a student for excessive absences.

University Specific Procedures:
ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
http://web.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR
ELED 443.610
FALL 2013

WEEK	***TOPIC***	***READING***	***ASSIGNMENTS DUE***	
Monday Aug 12	Orientation to Residency		Background Check Clearance Contact Mentor Start date for Residency	
Seminar 1 Tuesday 8/27	Classroom Environment		Choose a book for book study Calendar of lessons, two-week teach, and switch Graduation checklist	
9/3				
Seminar 2 9/10	Strategy Share Project Approach		Class Environment Report	
9/17				
Seminar 3 9/24	Resumes, Applications, & Interviews		Strategy Share	
10/1				
Seminar 4 10/8	Teacher Inquiry Project		Teacher Inquiry Project	
10/15				
Seminar 5 10/22	Portfolios		Portfolios	
10/29				
Seminar 6 11/5	Teacher Inquiry Project		Teacher Inquiry Project	
11/12				
Seminar 7 11/19	Principal's Panel			
11/26				
Seminar 8 12/3	Teacher Inquiry Project		Teacher Inquiry Project	
12/10	Graduation Celebration			